



ACADEMIC SENATE MINUTES

February 2, 2011

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Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:03 p.m.

Minutes of the Previous Meeting:

Minutes of the December 1, 2010, meeting were approved as posted. To view the minutes, go to [<http://www.www.ysu.edu/acad-senate/1011/mindec10.pdf>](http://www.www.ysu.edu/acad-senate/1011/mindec10.pdf).

Senate Executive Committee (SEC) / Report from the Chair: **Chet Cooper, Chair of the Senate,** reported: The committee met last month with Dr. Porter regarding the General Education writing repository proposal. The Senate Executive Committee endorsed the plan and it will be presented later in this meeting.

Ohio Faculty Council report: **Ken Learman** reported. The OFC met last month and came forward with a resolution regarding the University System of Ohio (contained in [Attachment 1](#)). Tod Porter moved to support the resolution, and the motion was seconded. **Motion passed.**

Report from Sharon Stringer on Assessment: Two mentors from the Higher Learning Commission were to meet with us this week, but because of the weather, they will not be able to attend. We will reschedule them for a later date. Assessment participation has increased; so has the quality of reports. Informally, the mentors suggest that we keep the momentum going. Thank you for your

own contributions to support this effort. (A summary of assessment activities is contained in [Attachment 2.](#))

Elections & Balloting Committee: Annette Burden reported that elections for next year's Academic Senate will begin next month.

General Education Committee: Tod Porter reported. The General Education Committee respects the objections regarding the writing repository that were expressed at the last Senate meeting, but there remains a pressing need to do something to show progress in assessment of General Education. We have put together a proposal that we hope addresses the concerns expressed last December.

The differences between the new and the original proposal are: The new one focuses solely on assessment. One paper is required (within the major) with a minimum 750 words. A committee will redesign the rubric. That committee will contain representatives from each College. Second, this proposal contains explicit restrictions on the use of writing samples. It was always intended to look at the aggregate of writing. Departments MAY use the samples for their own assessment, however. Finally, it calls for a mandated review of the program in a few years (2013-14). We're trying to minimize the burden on faculty but give enough data for evaluation and make enough progress to satisfy HLC.

The motion from the committee (see [Attachment 3](#)) was then presented for a vote. **Motion passed.**

Unfinished Business: None.

New business: None.

Adjournment: The Academic Senate adjourned at 4:22 p.m.

Sign-in Sheet

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For further information, e-mail [Bob Hogue](#).



The Ohio Faculty Council

OHIO FACULTY COUNCIL RESOLUTION IN FAVOR OF CONTINUED STATE SUPPORT FOR THE UNIVERSITY SYSTEM OF OHIO

Whereas, Ohio's institutions of higher education contribute to the state's economy by educating and graduating students, thus increasing the stock of human capital, workforce skills and talent and incomes of its graduates;

Whereas, Ohio's institutions of higher education contribute to the state's economy by bringing in over \$1 billion annual in research dollars which also produce innovative products and services that contribute to entrepreneurship;

Whereas, Ohio's institutions of higher education provide a wide array of services and activities that contribute to communities' health, well-being and quality of life that attract new businesses;

Whereas, the University System of Ohio lays out a systematic plan for increasing graduation rates, research activities and community services for Ohio community colleges and universities, thus increasing the State's economic resources;

Be it resolved: that the Ohio Faculty Council urges Governor Kasich and both houses of the Ohio legislature to continue the record of bipartisan support for the University System of Ohio plan;

And be it further resolved: that the Ohio Faculty Council urges Governor Kasich and the Ohio legislature to continue the state's commitment to provide the level of financial support to enable the University System of Ohio to meet its goals and thus continue to be a crucial part of economic development and job growth in Ohio.

Update on Assessment Activities 2010-11

Accomplishments 2010-11

As a result of findings during the 2008 Higher Learning Commission (HLC) Accreditation visit, YSU chose to participate in the HLC's Academy of Student Learning in lieu of a focused site visit. During its third year of participation in the HLC Academy (with completion in 2012), YSU continues to make progress on two university-wide projects:

1. Institute assessment of general education at all levels; institute changes to address longstanding issues, such as non-compliance with the general-education program; and undertake revisions of the general-education program based on evidence.
2. Engage all campus constituencies in analyzing teaching and learning at YSU; actively encourage faculty, staff, and students to provide recommendations for improving education at YSU.

A progress report was prepared and sent to the HLC Assessment Academy mentors in January 2011. The progress report included descriptions of the following accomplishments for 2010-11.

Project Area	Accomplishments, 2010
General Education	Two initiatives are underway to improve assessment of general-education outcomes: first, to create a repository of student writing and rubrics to evaluate the quality of the writing; second, to revise the general-education learning outcomes and the organizational structure of courses within the general-education model. Creating groups of courses that cover similar content and use similar methodology will make it easier to assess whether the learning objectives of general education are being achieved.
Voluntary System of Accountability (VSA)	Summaries of the key findings from the 2010 National Survey of Student Engagement (NSSE) and the CLA are being prepared by the offices of Assessment and Institutional Research and Policy Analysis.
The Council on Teaching and Learning (CTL)	Beginning in fall 2010, the CTL implemented four learning communities as part of a two-year series of programs to help faculty and staff learn effective use of technology to promote student learning. Additional information about this program is available at http://ysuteach.wordpress.com/better-learning-through-technology/ .
E-Portfolio System	One of the CTL Learning Communities (chaired by Sue Leson) is focusing on the use of electronic portfolios to enhance student learning.
Campus-Wide Assessment Dialogues—Roundtable Sessions	Ongoing sessions are to encourage communications across different divisions and to reduce duplication of effort. The most recent session, in May 2010, focused on what role university education has in preparing students for their lives. The session included discussion about the challenges students commonly face in acquiring the knowledge, skills, and experiences that they need.
Systematic Assessment Processes for Non-Academic Units	<ul style="list-style-type: none"> • Reports submitted to the Assessment Council— 82 % for 2010-11. • The Office of Assessment substantially revised forms for planning and reporting of learning data for academic and non-academic units. These reporting revisions have created a more inclusive and user-friendly process and have placed greater emphasis on critical assessment issues, such as use of data in decision-making. Workshops during summer and fall 2010 were well attended by faculty and staff. Additional information about assessment processes and workshops is available at http://www.ysu.edu/assessment/directions.html.
Academic Program Assessment	<ul style="list-style-type: none"> • Reports submitted to the Assessment Council—89% for 2010-11 to date (see Table on back of page). • Over 15 faculty have volunteered to assist the Assessment Council in reviewing the 2010 reports/plans. • The Office of Assessment is working directly with colleges and deans to keep communication open regarding departmental assessment activities and to develop college-specific action plans for quality and participation improvements. • College-level assessment councils have also been building support for increased participation.

Update on Assessment Activities 2010-11

Academic Programs: Assessment Plan & Report Submissions as of January 19, 2011

College	BCHHS	BCOE	CLASS	FPA	STEM	WCBA	All Colleges
Plans Submitted	17	2	13	6	14	2	54
Reports Submitted	18	5	9	6	30	4	72
Total Submitted	35	7	22	12	44	6	126
Not Submitted	1	0	10	0	2	3	16
Total Programs	36	7	32	12	46	9	142
Percent Submitted	97%	100%	69%	100%	96%	67%	89%

Current and Future Steps

Evidence Inventory

On **February 3 and 4, 2011**, two mentors from the HLC Academy will visit campus, in a process called an Assessment Evidence Inventory, where information on assessment practice is gathered from academic and non-academic units, and then summarized to provide feedback to YSU's Academy Team. This visit will be a critical part of ensuring our success in the HLC Academy by helping YSU identify areas of strength and remaining challenges. In preparation for this visit, the following initiatives will continue during spring 2011:

General Education

This summer, writing samples from an English composition course will be evaluated; this is the first step in a program to collect information on YSU students' ability to communicate in writing. The General-Education Committee is focusing on revising YSU's thirteen general-education learning outcomes and the general-education domains.

Voluntary System of Accountability

The HLC Academy team will place a priority on reviewing, discussing, and disseminating NSSE and Collegiate Learning Assessment (CLA) results to the campus community.

Council on Teaching and Learning

The CTL sponsored a very successful one-day institute on teaching with technology on January 13, 2011. Information on the keynote speaker, materials related to other presentations, photos from the day, and more are available on the Better Learning Through Technology Institute course in Blackboard.

Campus-Wide Assessment Dialogues-Roundtable Session

The fourth "roundtable" session of YSU Committees is planned for **January 28, 2011, in the Ohio Room**. The topic for discussion centers on the purpose of the Evidence Inventory; this will be accomplished through a presentation on the visit structure as well as the multiple dimensions considered critical to establishing and supporting a healthy assessment culture on campus.

Program Assessment

The Office of Assessment, the Assessment Council, the General Education Committee, and the Council on Teaching and Learning will continue to collaborate to align activities. This alignment meets YSU's goal to reframe assessment as meaningful improvement in teaching and learning and to build a more systemic process for enhancing educational programs at YSU.

To: Members of the Academic Senate
From: Tod Porter, General Education Coordinator
Re: Proposal for Assessment of Written Communication
Date: January 27, 2011

The General Education Committee's proposal for written communication was designed to achieve two goals: encourage and document writing within the major and, for the purposes of General Education assessment, gather writing samples.

The discussion at the meeting made it clear that the Senate did not view the policy as an appropriate way to achieve the first goal. It was suggested that a return to a system of writing intensive courses or a writing across the curriculum program would be more effective. Faculty strongly expressed concern about the minimum required length of the writing samples not matching common practice within certain disciplines. We respect that decision. At some point in the future (probably next year) the committee will have an extended discussion about written communication instruction beyond the composition courses.

The need to make progress on assessment in the area of General Education, however, is pressing. The Higher Learning Commission cited assessment of General Education as a weakness when it conditionally renewed the University's accreditation. Failure to show progress could result in the University being placed on probation, which would be very detrimental to the reputation of the institution and could hamper our ability to recruit well-qualified students. The committee continues to believe that the repository is a cost-efficient means of addressing the assessment issue, and does so in a way that minimizes the burden imposed on the faculty. Therefore, the committee has revised the proposal so that only one writing sample related to the major is required. The minimum length of the writing sample has been reduced to 750 words (approximately 3 pages). This is the minimum length the committee feels is needed to adequately assess student writing. As before, the paper can come from any course related to the major (including the capstone). Departments that choose to ask students to upload additional documents for program assessment would be free to do so.

One other concern expressed in the senate is whether it will be possible to fairly evaluate papers coming from a variety of different disciplines. The following steps will be taken to address those concerns:

- A "best practice" technique to evaluate writing is the use of "anchor papers." An anchor paper is chosen to serve as an example of certain level of quality. In their training reviewers would be asked to read anchor papers so they have similar expectations and score the papers more consistently. Colleges will be asked to submit anchor papers which would then be used in the reviewer training. The reviewers would then have a point of reference as to what is considered a well-written paper for a given discipline.
- A new rubric will be developed by a committee. The committee will include representatives from all colleges to insure that the language of the rubric is appropriate for use across all disciplines.
- Faculty (part-time or full-time) from any department are welcome to be involved in reviewing the writing samples. The one requirement is that reviewers will be expected to undergo training in how to evaluate the papers.
- After a writing sample has been scored by the reviewers the faculty for the student's program will have the option of scoring the document using the same rubric. Comparisons of the scores by the reviewers and the program faculty will be used to monitor whether the scores of the two groups are consistent.

Our hope is that by only requiring one writing sample departments can find a way to incorporate the requirement into their curriculum with a minimal amount of inconvenience and still help to address the very real need to show progress in the area of General Education assessment.

Assessment of Written Communication for General Education

To assess students' abilities to communicate in writing, students will be required to upload writing samples to the Repository of Assessment Documents. Prior to graduation, students seeking a baccalaureate degree will be required to upload two samples of their writing.

One document will be from an assignment given in the second English composition course (ENGL 1551). The assignment will be selected by the Composition Program Director. A second document will be a writing sample related to the student's major. Departments or programs will determine the assignment that the student will upload. By the start of each fall semester, starting in 2011, departments or programs must have determined which assignment will be uploaded. Additional documents may be uploaded for program assessment at the discretion of the program. The General Education Coordinator will report annually on each major's rate of compliance with the policy to the Academic Senate.

Both of the writing samples must have been written to complete a graded assignment for a course. The writing samples must be at least 750 words long and should be fewer than 4,000 words and should demonstrate the use of critical thinking. Any guidelines or assignment prompts related to the writing sample should be provided in an electronic format to the students so they can copy and paste those directions into the document being submitted (words in the guidelines or prompts do not count toward the length requirement). Students will be asked to remove any information from the writing sample that could be used to identify them or their instructor.

The rubric used to evaluate the writing samples will be developed by a committee consisting of one representative from each college, the General Education Coordinator, and two additional members appointed by the General Education Coordinator based on their expertise in written communication and critical thinking. The committee will seek comment from the faculty prior to finalizing the design of the rubric.

Only aggregated scores based on the writing samples will be reported to the campus community; scores for individual students and the students of individual faculty will not be released. The General Education Committee shall not calculate scores aggregated by the students' individual programs or departments. Programs have the option of using writing samples authored by their majors for program assessment.

The General Education Coordinator will summarize the results of the scores and submit a report to the Academic Senate annually. In the 2013-14 academic year, the General Education Committee will assess the effectiveness of the writing assessment program and submit a report to the Academic Senate.

YSU ACADEMIC SENATE ATTENDANCE ROSTER – February 2, 2011

At Large (6)

BWO Birsen Karpak, Management
PK Patrick Bateman, Marketing
PK Ram Kasuganti, Management
DL Dave Law, Acctg & Finance
KM Kathleen Mumaw, Acctg & Finance
ML Michael Villano, Acctg & Finance

At Large (5)

WR Regina Rees, Teacher Ed.
BO Barbara O'Connor, Teacher Ed.
IM Hong Kim, Teacher Education

At Large (6)

DF Darla Funk, Music
HJL Hae-Jong Lee, Music
FF Francois Fowler, Music
BK Brian Kiser, Music
RG Randall Goldberg, Music
AM Allan Mosher, Music

At Large (5)

KR Keisha Robinson, Health Prof
KL Ken Learman, Physical Therapy
TV Teresa Volsko, Health Professions
TS Thelma Silver, Social Work
RP Rachael Pohle-Krauza, Human Ecol

At Large (6)

MJC Molly Jameson Cox, Psychology
DP David Porter, Political Science
TP Tod Porter, Economics
RS Rick Shale, English
JS John Sarkissian, Foreign Language
LJ L.J. (Tess) Tessier, Phil/Rel.

At Large (6)

AMB Annette M. Burden, STEM
CL Carol Lamb, ENTC
HM Hazel Marie, MECH & ISEGR
DW Darrell Wallace, MECH & ISEGR
KM Kin Moy, ENTC
BH Bob Hogue, CSIS

MA Martin Abraham
JB Jonelle Beatrice
BB Bege Bowers
JD Jef Davis
BD Bryan DePoy

AS Amanda Sacco, STEM
SL Sarah Lowry, CLASS
BB Brionna Benson, HHS
VM Victoria Magyar, FPA
RP Rachael Paras, WCBA
CD Caitlin Dorbish, Educ.
BS Bob Scott, Grad.

BUSINESS ADMINISTRATION

Departmental (2009-2011)

YW Ying Wang, Marketing

EDUCATION

At Large continued

PS Patrick Spearman, EFRTL
MP Matt Paylo, Couns/Sp. Ed.

FINE & PERFORMING ARTS

Departmental (2009-2011)

JM John Murphy, Thtr/Dance

HEALTH & HUMAN SERVICES

Departmental (2009-2011)

GF Gordon Frissora, Criminal Justice
GH Grace Heo, Social Work
WG Weiqing Ge, Physical Therapy
SL Sue Lisko, Nursing

Liberal Arts & Social Sciences (CLASS)

Departmental (2009-2011)

JG Julia Gergits, English
AT Alan Tomhave, Phil/Rel
KL Keith Lepak, Political Sci
MO Matt O'Mansky, Sociol & Anthr,

Science, Technology, Engineering, & Mathematics (STEM)

Departmental (2009-2011)

JT Jamal Tartir, Math
RB Ray Beiersdorfer, Geol & Env. Sci.
AA Abdurrahman Arslanyilmaz, CSIS
CC Chet Cooper, Biology
BL Brian Leskiew, Chemistry

ADMINISTRATORS (15)

ML Mary Lou DiPillo
JF Jack Fahey
SF Shearle Furnish
PK Peter Kasvinsky
IK Ikram Khawaja

STUDENTS

MD Megan Derthick, At-large
SB Sara Black, At-large
DC Darla Conti, At-large
EB Evan Beil, At-large
SC Swetha Chatla, At-large

Departmental (2010-2012)

HGH Helen Guohong Han, Management
RS Ray Shaffer, Acctg. & Finance

Departmental (2010-2012)

JP Jake Protivnak, Couns/Sp Ed
WD Wilma Djoletto, EFRTL
LC Lauren Cummins, Teacher Ed.

Departmental (2010-2012)

DVG David Gill, Art
CH Cary Horvath, Communication
AW Alice Wang, Music

Departmental (2010-2012)

MY Mary Yacovone, Health Professions
DL Dennis Latess, HPES
PG Priscilla Gitimu, Human Ecology

Departmental (2010-2012)

DP Dennis Petruska, Economics
DB Diana Burkhart, Foreign Language
DC Dawna Cerney, Geography
AY Anne York, History
RR Rocio Rosales, Psychology

Departmental (2010-2012)

YMP Yogen M. Panta, MECH & ISEGR
JA James Andrews, PhsAstr
PM Phil Munro, ECEGR
BV Brian Vuksanovich, ENTC
HT Hans Tritico, CEEGR & CHEGR

PK Paul Kobulnicky
JK James Kohut
BJL Betty Jo Licata
JM Joseph Mosca
ST Shannon Tirone

NM Nicholas Meditz, SGA
SM Stephen Mesik, SGA
AD Alyssa DiBernardi, SGA